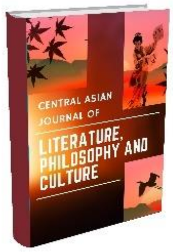



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# Semantic Modules in the Language's Lexico-Semantic System

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## ABSTRACT

The article discusses semantic modules in the present lexical system, as well as interest in logical analysis and the desire to construct linguistic cognitive models. In addition, information about how to employ the sign in speech activity should be included in the lexical unit. This knowledge encompasses the rules for situational indication and substitution, as well as the possibilities for correlation and interchangeability, as well as the semantics of the statement.

**Keywords:** semantic components, semes, cognitive models of language, cognitive analysis, archisemes.

## Introduction

The attempt to describe lexical meaning by establishing its component composition in distinct sorts of lexemes has long been abandoned by the present lexical system. Decomposing the latter into its smallest semantic components (semes, semantic factors) and establishing hierarchical relationships between them proved difficult because, first, there is always "the danger of replacing the ontological properties of the language with methodological properties"; second, the meaning boundaries of some types of verbal signs, such as verbs and relative adjectives, proved to be too shaky and indefinible.

The 90s of the 20th century are characterized by the rejection of the word-centric and the turn to the text-centric study of lexical meaning, when the lexical component is considered only as a partial reflection of the structure of the statement (semantic representation).

This period is marked by an interest in logical analysis and the desire to build cognitive models of language.

In one of the works of E.S. Kubryakova tries to trace the chain of connections in the sequence “the world as it is – the world as it is known and perceived – verbalization by the verb”. A cognitive model that explains the semantics of the verb is built as an analogue of a certain type of activity - biological, physiological and other order with a complete reconstruction of the main components of this activity.

Cognitive analysis of language units has played an important role in the study of the representation of linguistic knowledge in the human mind in connection with the study of the psychology of memory, perception, organization of the lexicon, in the study of the mechanisms of generation and understanding of

speech. Cognitive linguistics is also occupied with the formation and structuring of knowledge, which is associated with the description of the world and the creation of means of such descriptions.

At the same time, the results of research in this area, in our opinion, also provide an opportunity to describe lexical units as independent entities in the unity of their meaning and form of expression, and also contribute to the identification of those components of their content structure (seme) that have not yet fallen into the field semasiology perspective.

From the point of view of cognitive science, language is a system of human cognitive abilities, because any naming is a hidden predication.

Naming an object of reality, we attribute it to a certain kind of objects, on the one hand, and fix its distinctive properties in a series of this kind, on the other. This is what allows us to consider a verbal sign as an informeme - a unit of language capable of storing and transmitting information about an object.

This also dictates the structure of the informative block of lexemes, which consists of an archiseme (generic meaning) signaling LSG membership and a differential component (DC) - a designatum or - what Leontiev referred to as the "ideal content of the language."

The subjective content of the sign picture, which is generated when a person acquires individual experience, is included in the content structure of lexical units, according to Leontiev. The features that indicate a person's attitude toward a sensory image, to personal significance, are given to the sign. They add emotional coloring to the sign's potential interpretiveness.

Let's call this part of the LSV the evaluation block and note that it is formed simultaneously with the informative block as the individual learns the language. The evaluation block is included in the sememe of any lexico-semantic variant (LSV) even when it does not reflect the position of the speaker. We are talking about the so-called "potential" semes, which are actualized during the metaphorical rethinking of the meaning. For example, the seme is clumsy, bad in the implementation of the word bear in the statement He is a real bear or the seme is stupid, bad in the word stump in a statement like Stump you, that's who you are!; or this incessant (1) stream (2) of torrent (3) sad (4) in the example of B. Pasternak "February" Get ink and cry. Write about February sobbing ... "

Finally, the lexical unit should also include knowledge about the use of the sign in speech activity. This knowledge about the rules of situational indication and substitution, about the possibilities of correlation and interchangeability, and also about what is connected with the semantics of the statement; what is the folded rules for the transition from a verbal sign to an utterance.

The fact that this side of the content of verbal signs is real and should be reflected in its structure is evidenced by experimental data.

A.R. Luria said that a thought, before turning into a verbal statement, passes through the stage of inner speech. Inner speech is very different from outer speech and is a formation that is predicative in function. Inner speech is curtailed in nature and includes only individual words and their potential connections (my italics - L.T.). So, if in inner speech there is the word buy, then this means that all the valences of the word are included in it at the same time. This suggests that when mastering speech, the syntagmatic connections of the word are first assimilated. Experiments have shown that in young children, syntagmatic connections are sharply dominant, while the minds of adolescents and adults are paradigmatic. This means that syntagmatic connections are formed earlier and information about them is embedded in the content structure of the word.

Paradigmatic connections are formed with the advent of the ability to combine lexical units into classes based on some common features, whether it is a classification by thematic, generic feature (LSG) or grammatical, formal (parts of speech).

This is quite consistent with A.A. Ufimtseva's sign characterisation of lexical units. She defines the lexical-semantic variant as a two-sided sign that is an actualized sign in connection to the lexical system since it is contained in a given lexico-semantic paradigm (LSG) and a virtual sign in relation to the speech process.

The LSV is distinguished by the symmetry of the formal and content sides, as well as the importance of the possible combinations.

Thus, students master vocabulary, they first of all master the lexico-semantic variants of words.

From the age of 14 to 16, their memory begins to generalize and classify information in two ways at the same time (A.R. Luria).

The first direction is based on the phonetic identity of words, which makes it possible to identify them as different LSVs of the same lexeme. Their semantic closeness, the commonality of individual semes in the composition of different semes, and the relationship of semantic derivativeness between them are also established.

The second direction is associated with the unification of LSV within the framework of LSG nominative systems, where they are characterized by the commonality of the sem generic meaning. It is within the framework of the lexico-semantic paradigm that the compatibility possibilities of each variant come to the fore; moreover, they determine the choice of it as a component of the utterance.

Such an approach to the nature of structuring the content side of LSV has made it possible for some researchers to make the meaning of LSV dependent on its syntagmatic connections. The idea was even expressed that a lexeme acquires its meaning only as part of an utterance, remaining an empty sound shell in the language system (L.A. Novikov).

However, this is contradicted by the fact that both the lexeme word and its LSV can be reproduced in the memory of native speakers and be recognized by them outside the context of the utterance.

The resolution of the contradiction seems to be possible if the description of the meanings of the LSV of the word-lexeme is built on the basis of the correlation of two models: the cognitive one, which reflects all aspects of the situation and the relationship between its participants, and the linguistic one, which should be considered as the key to deciphering the information presented by the speaker.

The semantic components are then actualized in the definitions based on component analysis data, which identify the nature of the relationship between the features of the situation and explain the "appearance" of "unrecorded" content pieces in the semes composition. As a result, in the AN model, the names of objects that operate as the subject of an action or as the function of a feature carrier implement the seme to possess as part of the sememe, because any item or person owns a set of features.

When they are utilized as objects of action, they indicate the impact of the subject's actions on them. In this instance in the composition of the seme of the names of objects, the seme to be affected as an object is updated. Finally, in the function of denoting a place, time, cause, condition, goal, the names of objects realize the seme to be (to be, to exist as), since they express the fact of the existence of conditions for the performance of an action.

The situation is different with the names of features. So, adjectives, entering into syntagmatic relations with the names of objects, and verbs - with the names of the subjects of action, actualize in the composition of their LSV semes to belong to this (a sign is always the belonging of persons or objects).

Combining with the names in the function of objects, they actualize the semes to be directed to ..., to relate to ..., to influence ....

When combined with names in the function of circumstances, the verbs "do not react" to them, since the connection is weak. The role of signaling agents of dependence on verbs is assumed by those case forms that syntactically depend on verbs. In languages that do not have the category of case (English, Bulgarian), this role is played by prepositions and semes, indicating being, the presence of circumstances accompanying the action.

These semes are equated to semantic primitives in terms of their informativeness. They express only the nature of the relationship between the components of the statement in possible (potential) situational models.

Their actualization is the result of interaction between the situation's mental and language models. Relationships are less clearly described in logical models since the inclusion of each new component in the scenario model is a step towards the next stage of cognition. In this situation, the link "to be" "works" in the system of inferences, reflecting the connection between the subject and the judgment's predicate. Deciphering demands a more precise description of the relationships in the language model, as it reflects the speaker's model of the situation. As a result of the work of language mechanisms, the nature of the ligaments takes on a more organized form.

As a result, the structure of any characterizing sign's sememe (the term Ufimtseva A.A.) can consist of 3 blocks of semes: informative, evaluative and connected.

Consequently, information in a person's memory is structured in a certain way, and the elements of this structure are in systemic relationships. If we imagine that each lexeme forms a kind of micromodel permeated with a large number of various connections and relationships, then the LSV in this model can be represented as a module in which a relatively small number of semantic components are involved and which, as a module, can be included in a structure of a different order - statement. Through the LSV system, the connection between the language system and the speech system is carried out, because they are able to be elements of both the system of language and speech utterance.

Even M. Birvish argued that the root cause of internal and external conditions that form mental representations lies in the surrounding world. Therefore, mental organization is modular and each mental system is based on a set of principles leading to a system of rules or structures that predetermine the mental representations that underlie the relevant aspect of behavior.

Language systems, according to M. Birvish, are such mental systems, therefore, for example, grammatical theory has a modular character, since there are grammatical paradigms in it.

A module is a set of simple systems, the interaction of which gives a more complex operating system. It has the following characteristics:

a) relative autonomy;

b) its principles of operation;

c) localization in the human brain of types of connections characteristic of the module.

The lexico-semantic variant, in our opinion, ideally fits this concept.

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